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ABSTRACT

The annotated bibliography consists of 138 career discovery and development publications (26 books, 31 journals, and 81 unpublished materials) under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. The usual bibliographic data is included together with annotations 50-100 words in length. Each item is rated: with three stars for top articles, two stars for good articles, or one star for average articles. (BP)

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AN ANNOTATED BIBLIOGRAPHY OF CAREER DISCOVERY AND CAREER DEVELOPMENT ARTICLES FOR THE HIGH SCHOOL 1971-1973

Compiled by

Thomas E. Mortier
Doctoral Candidate at
Washington State University

for the

Vocational Education Department
of the State of Washington
Olympia

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I. General Information and Background Articles

1. Journal article

Hoyt, Kenneth B. "Career Education and Career Choice," American Vocational Journal, Vol. 47, No. 3, March, 1972, pp. 84-88. ***

The problem of career discovery or decision-making is a complex and diverse one. This article, by Dr. Hoyt, covers three elements of it. They include the goals of career choice in career guidance, the process of career choice, and career choice, vocational education, and the problems of youth. The main point is that a realistic career choice by students, and their ability to make intelligent decisions, will depend on the changes vocational education is willing to make, plus the changes in guidance programs.

2. Unpublished work

Marland, Sidney P., Jr. "Career Education--More Than A Name," Department of Health, Education, and Welfare (U.S.) May 4, 1971, pp. 1-16. ***

This is a speech of the U.S. Commissioner of Education. His main theme is the increasing necessity of the importance of career education in the school systems of the United States. He is emphasizing the reshaping of the curriculum so as to focus directly on the concept of career development. He considers it important to coordinate the total school system and the community and its resources. The speech also includes a marked emphasis on the integration of the school, community, parents, and the students.

3. Journal

Tennyson, W. Wesley. "Career Development: Who's Responsible?" American Vocational Journal, Vol. 46, No. 3, March, 1971, pp. 54-58. ***

The article, written by an educational psychologist, concerns itself with who is responsible for helping students, K-14, in the career discovery process. He believes there is no real leadership in the schools in most states. He also states that both the career educators and the counselors are needed for leadership functions, each in his own specific area of expertise. His conclusion is that there must be cooperation, coordination, and interdependency.

4. Book

Goldhammer, Keith, and Robert E. Taylor (Eds.). Career Education: Perspective and Promise. Charles E. Merrill Publishing Co., Columbus, Ohio, 1972, 296 pages. ***

This book of readings includes articles by many well-known experts in the field. The focus of career education in this volume integrates a guidance approach to career development with the entire school curriculum. The students are exposed to careers and jobs which could help increase their career awareness. This book helps program planning done by administrators and other personnel concerned with career discovery.

5. Journal

Janey, Jane. "An Annotated Bibliography of Career Education Materials at the National Center for Occupational Education," Career Education Communicator, Vol. 1, No. 3, 41 pages (no date). ***

5. (cont.)

This communicator contains an annotated bibliography of career education materials. The contents, the majority of which is curriculum material, are listed by USOE Regions. There are also materials which concern administration, curriculum, guidance, and inservice training. There are re ource guides, courses of study, resource units, and course outlines. This bibliography covers the primary, intermediate, and secondary grades.

6. Journal

Evans, Rupert N. "Rationale for Career Education," NAASP Bulletin, Vol. 57, No. 371, March, 1973. Washington, D.C., pp. 52-61. ***

Work's importance to both society and the individual are important concepts discussed in this article. The article points out the need for students to practice decision-making, something not always taught in school. This article is not directly involved with career discovery, but does have relevance as background for such a program's initiative attempts.

7. Journal

Moore, Earl J., and Norman C. Gephers. "Career Development: A New Focus for Education," Educational Leadership--(at this time, it was in press--not date or volume for article) 12 pp. ***

This article is quite comprehensive in its scope on career development. The authors contend that career development has the potential to restructure the processes and activities of education, modifying attitudes of educators and maximizing student involvement. It is necessary to

7. (cont.)

relate the school to the outside world, explore career worlds, individualize instruction, encourage students' self-accountability, and make all members of community have a share in the career exploration education of their students.

8. Book

Essays on Career Education, U.S. Office of Education/National Institute of Education, Northwest Regional Educational Laboratory, Portland, Oregon, 1973, 265 pages. ***

This book of essays on Career Education is a good reference and background text. Involved in its contents is the concept of career education: how to lay a foundation, build a framework, realizing the needs of the students and redesigning the system. This is an opportunity to get a cross-section view of the total picture of career education from both professionals in the education field and actual practitioners in the world of work.

9. Unpublished work

Kenneth E. Hoeltzel, et al.. Papers presented at the Workshop on the Development of Guidelines for Planning Career Development Programs k-12 in Ohio, June, 1971, 100 pages (ED-053-313/VT-013-559) ***

This particular selection has seven different papers given at a workshop on planning career development programs. The topics involve: Change and Introduction of a career development program in schools, the world of work, and others. This is an article on the general area of 1-12 grades, but there is usuable material within these papers for high school career discovery programs.

10. Journal

Shoemaker, Byrl, R. "Career Education: A chance for a change," American Vocational Journal, Vol. 47, No. 3, March, 1972, pp. 27-31. ***

This is a general article concerned with the concept of career education. The author's conclusion, which sums up the article, is that the career education concept is found within vocational education and guidance. He believes that a career discovery or exploration program should be integrated into the high school curriculum. As an example, of one such program, he cites the career education program in the state of Ohio. He also discusses the reality of the concept's implementation. This is a good general article.

11. Journal

McLeod, Pat. "Career Education," Man/Society/Technology, Vol. 31, No. 7, April, 1972, pp. 214-217. ***

This article encompasses some basic ideas about career education and the necessity of involvement by the home and the school. The author considers parents as an important influence of attitudes and career development. Teachers also exert their influence on the students' attitudes and career choices. This article stresses the importance of the teacher providing guidelines on career exploration, the world of work, and the self-appraisal the student must do to make realistic career decisions.

12. Journal

Holden, H. Dale. "Career Education: An Approach," Man/Society/Technology, Vol. 31, No. 7, April, 1972, pp. 220-221.

12. (cont.)

This article concerns itself with a program of career education in some areas of South Carolina. It covers K-12 grades, with the majority of the career discovery coming in grades 8-12. It is based on the premise that a comprehensive career program attempts to meet the needs of all students, regardless of age, ability, interests, or handicaps. At the high school level it will help students to assess their decisions, based on their own abilities, aptitudes, and interests. This would be a good general article for planners of career discovery courses.

13. Unpublished work

Marland, Sidney P., Jr. "Educating for the Real World," Department of Health, Education and Welfare (U.S.) Harpers Ferry, W. Va. May 26, 1971, 13 pages. **

This particular paper is a talk given by the U.S. Commissioner of Education. The theme of his talk concerns itself with the increasing need for good career education in the schools. He touches briefly on the three model program of the U.S. Office of Education: school-based for K-12, the home/community model for individuals especially adults, and the employer-based model. The third program is his point of reference, a program which emphasizes a cooperative effort between business and education.

14. Childers, B. E. and Charles Nichols. Postsecondary Career Education, Career Education Monograph No. 5, Center for Occupational Education North Carolina State University at Raleigh, 1973. **

This monograph has as its object the postsecondary and adult career education population. It indicates that preparation for future development

14. (cont.)

of the broadened perspective of self and society are essential. This could also involve the secondary teacher and his relationship with students who have the needs of retraining, upgrading or an alternate career.

15. Book

Peters, Herman J., and James C. Hansen (Eds.). Vocational Guidance and Career Development (2nd ed.), The Macmillan Company, New York, 1971, 485 pages. **

This edition of readings reflects the new trends in career development and vocational guidance theory and practice. It provides coverage of psychological and sociological interpretation of workers' roles, as well as practical application for the school situation. This is a possible reference or background text.

16. Journal

Ginsberg, Eli. "Toward a Theory of Occupational Choice: A Restatement," Vocational Guidance Quarterly, Vol. 20, No. 3, 1972, pp. 169-177.

The author perceives vocational choice to be a "life-long process of decision-making in which the individual seeks to find optimal fit between his career preparation and goals and the world of work." He says that the educational system is contributing to faulty decision-making. This could be used as a background article to form a basis for a program in career exploration.

17. Journal

Wenrich, Ralph C., Dr. "Is Your District Neglecting Most of its Students?" School Management, Vol. 15, July, 1971, pp. 27-29.**

This article is expressing concern for the needs of the students who are not college-bound. It is concerned with the preparation for the world of work, which should be part of everyone's education. The article asks questions concerning a career education program which might be in existence in your school and what can be done to bring about its increased effectiveness.

18. Unpublished work

Taylor, Robert E. "Perspective on Career Education," Center for Vocational and Technical Education, Ohio State University, Columbus, March 30, 1972, 45 pages. **

This was a paper presented at a meeting of the Oregon Association of School Administrators. The author views career education as a systematic attempt to increase the career options open to students and to facilitate more rational and valid career planning and preparation. It is viewed as a developmental process from K-12. The student progresses from awareness and orientation to exploration and skill development. He delineates means of delivering or facilitating career goals, plus including seventeen factors involved in career education.

19. Unpublished work

Swanson, Gordon I. "Career Education," Center for Research, Leadership, and Development in Vocational and Technical Education, Ohio State University, Columbus, September, 1971, 17 pages. **

This paper focuses primarily toward school-based implementation of the concept of career education. The general topics within the confines

19. (cont.)

of this paper include: the emergence of the concept of career education, approaches to describing and defining career education, and elements of school-based career education. Other topics cover characteristics of some excellent programs, assumptions of education which influence career education, problems of implementation and some of the developmental needs. This is a good background paper.

20. Unpublished work

Crum, Dwight R., et al. "Vocational Education for the 1970's," Conference Discussion Paper, Office of Education, Washington, D. C., March, 1971, 13 pages (ED-053-301/VT-013-269)*

The article by Mr. Crum identifies the general need for career education in the future. He believes it must be a life-long career development for every person. It must introduce to the student (K-Adult) the world of careers, provide exploration, guidance, counseling, specific skills etc. This article is useful as background for anyone involved in this field.

21. Unpublished work

"Vocation as 'Calling'" Education Commission of the States, Denver, Colorado, December, 1971, 34 pages (ED-060-118/VT-014-649)*

This particular document is an exposition of the concern that the government feels in the realm of career education. The primary concept used is the necessity of viewing education as career preparation. This educational approach should permeate from K through graduate school and adult education. Included in the article are principles to guide the state governments, legislation, and local and institutional leaders in their quest for a viable program in career discovery and education.

22. Book

Career Education in the Environment: A Handbook, Olympic Research Corporation, Washington, D. C., 1971-72, 470 pages. *

This handbook is designed for secondary schools to explore environmental problems and to provide needed information concerning career opportunities in the field. It is of use to the majority of personnel concerned with career discovery and education within any school. Although this is a specific subject area, it is a handbook which could be of use to a career development curriculum planner, since it outlines specifically two possible courses.

23. Unpublished work

Herr, Edwin L. Review and Synthesis of Foundations for Career Education. ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, Columbus, March, 1972, 88 pages. *

This is a review and synthesis of the historical, philosophical, and theoretical bases for career education. It can help to clarify the assumptions and belief system which career education represents for program developers and decision-makers. This volume also gives examples of projects from various sections of the country. These projects are used to further the career development of the students they serve, using community resources, and vocational guidance resources. This is a general exposition which can be of assistance to career development programs.

II. Philosophy, Rationale, and Professional Development Articles

24. Journal

Worthington, Robert M. "Career Education: A Need for the 70's," NHSC News (National Home Study Council) Vol. XII, No. 3, March, 1973, pp. 5-8. ***

The article by Dr. Worthington enumerates many reasons for career education, involving the total picture of vocational education, career awareness, career development and the necessity in view of our nation's population. It provides both data and reasons for a real program in the area of career development and educational expertise on the part of everyone.

25. Journal

Marland, Sidney, P. Jr. "Career Education," Today's Education, Vol. 60, October, 1971, pp. 22-25. ***

This article explains the position of the U.S. Office of Education with regard to career education. Although, it does not deal specifically with career exploration, it does indicate the rationale on the federal level for the necessity of career education. "Career education requires a new educational unity. We must blend our curriculums and our students into a strong, secondary system." (p. 24)

26. Book

Isenberg, Robert M., and Joel Smith. Involving the Community in Career Education, Career Monograph No. 9, Center for Occupational Education, North Carolina State University at Raleigh, 1973. ***

This final monograph in the series emphasizes the involvement of the total community. Community resources--people, places, and things--are both content and methods of instruction. They are essential to program success. Career exploration and discovery also depends on the community involvement.

27. Unpublished work :

Torre, Bonnie. "Career Development--A Psycho-Social Approach for Language Arts," Hackinsack Public Schools, N. J. Career Development Center, (no date) 104 pages (VT-015-232). ***

This resource unit encourages creativity by discovering and developing human capabilities and potential through suggested group experience. These are designed activities which involve self-awareness, life goals and values, career development and vocational choices. The author's intent is to prepare the student for life in society.

28. Unpublished work

"National Assessment of Educational Progress, Objectives for Career and Occupational Development," Education Commission of the States, Denver, Colorado, 1971, 81 pages (ED-059-119) ***

This document is a formulation of objectives or statements on career and occupational development. They are not confined to any subject area, nor a single discipline. They include preparing to make career decisions, improve career capabilities, possess skills useful in the world of work, practice effective work habits, and have positive attitudes about work. These will serve as a basis for exercises for four age levels 9, 13, 17.

29. Book

Swanson, Gordon I., and Robert Jervis. Professional Development, Career Education Monograph No. 8, Center for Occupational Education North Carolina State University at Raleigh, 1973. **

This monograph deals with the practitioner of the career education program. It examines the specific roles and responsibilities of educators within the system, and the crucial role played by the classroom

29. (cont.)

teacher. This monograph says that it is a total involvement of the whole staff, not just isolated specialists.

30. "Ohio's Career Continuum Program. Career Exploration Program. Grades 9-10 for the Individual, School and Community, and Career Choices," Cincinnati University, Ohio, December, 1971, 380 pages (ED-065-729/ VT-016-266). **

This report describes a theoretical framework for career exploration, focusing on ten occupational clusters and six personal development areas. Objectives on developmental behavioral and procedural areas are given. This is a report of summer workshops to develop a student-centered career education curriculum with recommendations also expressed in the report.

31. Journal

Swain, Emeliza. "A Training Program for Career Exploration Teachers," American Vocational Journal, Vol. 46, No. 8, November, 1971, pp. 81-82. **

The author explains a training program in Georgia which includes general objectives to illustrate the interdependence of cognitive, psychomotor, and affective objectives, as they relate to career development. The program is for teachers with experience and certification who are taught courses which are guidance oriented. The article outlines the sequence of the program and some of the concepts involved. It is a program based on learning the attitudes of guidance and counseling, and taking on that role in career discovery teaching.

32. Journal

"Teacher's Unit Evaluation of Career Education Units. Exemplory Program of Awareness and Career Development." Lincoln County Board of Education. Hamlin, Vest Virginia, 1972, 6 pages, (VT-014-590) AIM-Vol. V., No. 3. **

This article relates a series of questions to be answered by teachers as an in-depth appraisal of the effectiveness of the teaching units in the classroom. This is to maximize the teacher's involvement in the career education and career discovery, development, and awareness program.

33. Journal

Budke, Wesley E., and Joel H. Magisos. Answers to Questions on Vocational Education: Cooperative Education, Cost-Effectiveness, Curriculum Development; Occupational Exploration, Placement and Follow-Up, and Programs in Rural Areas. Ohio State University, Columbus, Center for Vocational and Technical Education (no date) 8 pages, (ED-057-233/VT-014-334). *

This is a short booklet of the question/answer variety, which concerns itself with various aspects of vocational education. It answers questions about satisfying student needs, the skills of a career education instructor, the economic feasibility of such a program, and the characteristics of a career oriented curriculum. This could be helpful as background material.

III. Curriculum Articles

34. Unpublished work

Pointer, Leah J., Ed. "The World of Work. A curriculum Guide for Grades One Through Twelve," Educational Systems Development Corporation, New Orleans, La., 72 pages, (no date) (ED-059-368/VT-014-581). ***

The curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. It includes occupational information, gives experiences and training in decision-making, develop a healthy self-concept, and utilizes community resources to enhance students' knowledge of careers. There are questionnaires, etc., which accompany the guide.

35. Book

Hoyt, Kenneth B., and G. G. Woolard. High School Curriculum Guide, Career Education Monograph No. 4, Center for Occupational Education, North Carolina State University at Raleigh, 1973. ***

This monograph (4), written for the high school teacher, is a guide to the career education concept, and the process for implementation, in the secondary curriculum. It gives a rationale, a definition of what career education is, some problems of implementation, and the practical process involved. Although this is career education, it is also a way of implementing a career awareness knowledge concept with regard to high school students.

36. Book

Goodwin, Barbara, and Eleanor L. Norris (Eds.). Career and Occupational Development Objectives, National Assessment of Educational Progress: Denver, Colo., 1971, 75 pages. ***

36. (cont.)

The report recognizes that the career and occupational development field is unique in that the objectives are not the educational goals of any one school subject. The major emphasis is on accurate self-evaluation, thoughtful career planning, realistic attitudes toward work, etc. This report could be helpful in outlining objectives for a career discovery program.

37. Book

Goldhammer, Keith. A Careers Curriculum, The Center for Vocational and Technical Education, Ohio State University, Columbus, December, 1971, 53 pages. ***

The purpose of this booklet is to further the concept of education to assist the student to become a fully capacitated, self-motivating, self-fulfilled, contributing member of society. This could also be the concept of career discovery or education. The author perceives four basic objectives for career curriculum: social effectiveness, economic productivity, self-realization, and moral responsibility. A possible curricular plan is also included in the booklet.

38. Journal

Bottoms, Gene and George L. O'Kelley. "Vocational Education as a Developmental Process," American Vocational Journal, Vol. 46, No. 3, March, 1971, pp. 21-24. ***

The authors propose a redesigned curriculum, a developmental curriculum, to assist students in developing adaptive behavioral patterns necessary for mastering the several career development tasks. The curriculum is designed for a K-Adult educational scheme, in which the

38. (cont.)

student will go from self-characteristics to economic and social values of work and the psychological and social meaning of work. This program could be very helpful to career exploration teachers.

39. Journal

Hansen, L. Sunny. "A Model for Career Development Through Curriculum," The Personnel and Guidance Journal, Vol. 51, No. 4, December, 1972, pp. 243-250.

This article describes a practical model for a systematic, sequential approach to career development in grades K-12. The model used was built on career development principles and career development tasks. It emphasizes self-concept orientation. The procedures used are a variety of methods and media in its implementation. The model assumes that career development is self-development, that is, developing self-concept which is beneficial to self and society.

40. Unpublished work

Bailey, Larry J. "A Curriculum Model for Facilitating Career Development," School of Technology, Southern Illinois University, Carbondale, March, 1971, 29 pages, (ED-060-198/VT-014-725). **

This particular curriculum project was designed to show how knowledge of career development theory and research could be applied to a functional and logically consistent curricular framework. Again, this is for the primary and intermediate level. There is an outline for career development stated, based on awareness (1-3), Accommodation (4-6), and Exploration (7-8). This could be helpful, with modification, to the secondary level.

41. Book

Drier, Harry N. Jr., and Associates. K-12 Guide for Integrating Career Development into Local Curriculum, Charles A. Jones Publishing Co., Worthington, Ohio, 1972, 265 pages. **

This resources and program handbook is a Wisconsin State Department effort to systematize programs of career development in classroom approaches. This book contains conceptual models, sample behavioral objectives and other aids catalogued by age level and emphasis. This guide could be useful in determining the process of career development as well as in assisting local schools in starting a program within their instructional programs.

42. Unpublished work

Williams, Grace. "A Curriculum Guide for Occupational Orientation and Exploration in Junior High School Home Economics and Industrial Arts," Memphis City School System, Tennessee Division of Vocational Education, 1971, 117 pages (VT-014-391). **

This was developed for Junior High students. It was designed to provide occupational guidance in terms of employment opportunities and helping a student select a course of study. In the format are sections of the world of work, understanding self and others, occupations in Home Economics and Industrial Arts. This, with modification, could help in a High School program also.

43. Journal

Pantler, Albert J. "Occupational Education in the Curriculum," Educational Leadership, Vol. 29, November, 1971, pp. 174-177. *

This article deals with occupational education and its place within a school's curriculum. However, it does show the necessity of

43. (cont.)

delineating the philosophy of the program, the need for articulation among parties involved, and the use of worthwhile objectives to make the program commensurate with the needs of the students.

IV. Career Guidance Articles

44. Unpublished work

"Career Choice and Career Preparation," Washington State Coordinating Council For Occupational Education, Olympia, 1972, 334 pages, (ED-066-587/VT-016-455). ***

This document is a study guide which provides individualized career guidance for students in high school. It uses autoinstructional materials concerned with career choice and exploration. The student, through the use of this guide, should be able to narrow down choices with the help of specifying his interests and qualifications. Included in the guide are specific jobs, qualifications, salaries etc. to assist the student.

45. Journal

Gysbers, Norman C. and Moore, Earl J. "Career Guidance: Program Content and Staff Responsibilities," American Vocational Journal, Vol. 47, No. 3, March, 1972, pages 60-62. ***

This article on career guidance, talks about a possible career guidance program along the lines of assessing individual and institutional needs. The next step is to use the needs enumerated to develop the goals of your program, following this with your program and performance objectives. Included in this document, are four tables, which explicitly delineate responsibilities, objectives, outcomes, and functions. A worthwhile short article for either counselor or teacher.

46. Unpublished work

Jones, Brian G., et al. "Development and Evaluation of a Comprehensive Career Guidance System. Final Report," American Institutes for Research in the Behavioral Sciences, Palo Alto, California, Jan., 1971, 268 pages, (ED-055-310). ***

46. (cont.)

This is the final report of a comprehensive career guidance system, individualized and computerized when possible. It employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling experiences for youth. Its goal is to have a comprehensive data bank of objectives. This would individualize career discovery in the guidance function and help education in general adjust to the separate needs of each student, and their career development.

47. Book

Herr, Edwin L. and Cramer, Stanley H. Vocational Guidance and Career Development in the Schools: Toward a Systems Approach, Houghton Mifflin Company, Boston, 1972, 356 pages. ***

The authors of this volume subscribe to a systems approach to the facilitation of vocalization, based on the belief that career development, as well as access to work, is based on attitudes and knowledge, and skills should be fostered. The goal is to maximize the career maturity of every student. This would possibly be a valuable book for the planner who wants to update a career discovery program.

48. Journal

Jacobson, Thomas J. "Career Guidance Centers," The Personnel and Guidance Journal, Vol. 50, No. 7, March 1972, pages 599-604. ***

48. (cont.)

This article explains the career guidance center concept used in Southern California. The centers are designed as a means of increasing both career awareness and use of the assistance and information available when preparing for a career. Services available to the student are job placement, vocational planning, scholarship information, vocational counseling and contacts with the community. Floor plans on a couple of career centers are also included in the article.

49. Journal

Johnson, Loyd A. and Martin, Ron. "A Careers Course," The Personnel and Guidance Journal, Vol. 51, No. 10, June, 1973, pages 733-734.***

This is a course, designed by two counselors, which was placed in the English department. The course involved testing, career information, individual counseling, field trips, speakers and films. The students followed the entire job-seeking process and worked with job descriptions. This was considered helpful to the students in their career exploration and planning.

50. Unpublished work

Selland, Larry. "A Statewide Program in Developmental Vocational Guidance (K-12) And Occupational Preparation for the Changing World of Work," North Dakota State Board for Vocational Education, Bismark, June 30, 1971, 97 pages, (VT-014-631) ARM - Vol. V, No. 3. ***

This comprehensive vocational guidance project provides students with experiences designed to assist them in evaluating their interests,

50. (cont.)

aptitudes, values, and needs. It could also assist them in recognizing the range of occupations that exist, help students explore occupations in detail, and provide job entry skills. A worthwhile project for study.

51. Journal

Ginsberg, Eli. "A Critical Look at Career Guidance," American Vocational Journal, Vol. 47, No. 4, April, 1972, pages 51-54. ***

This article is an editorial by Ginsberg. He discusses the state of guidance, its shortcomings, where guidance counselors work, and some needed improvements. The author feels that they should return to educational and career guidance, link counseling services to other kinds of client support, make major reforms in education and training of guidance personnel, etc. With regard to career guidance, he sees the necessity of the coordination of home, school, community, and governmental agencies. This article would be helpful to the teacher and the high school career guidance personnel.

52. Unpublished work

Gelatt, H. B. and Carey, R. W. "Helping Students Learning Decision-making. A Parent's Handbook," Palo Alto Unified School District, California, California State Department of Education, Sacramento, No Date, 118 pages, (VT-015-822). ***

This booklet is designed as a guide for parents to help their high school age children in developing decision-making skills. It discusses adult-teenager communication and the development of values. There are, included in the booklet, cartoons, check-lists, quotations,

52. (cont.)

and questionnaires. This has to do primarily with choice of a college, but could be modified to also include material on career discovery on a vocational level.

53. Book

Helling, Cliff E. and Ruff, Eldon. Career Guidance, Career Education Monograph No. 6, Center for Occupational Education, North Carolina State University at Raleigh, 1973. ***

This monograph attempts to define career guidance and to show the relationship of career guidance to career development and to the overall concept of career education. In any career development, discovery, or exploration program, career guidance professionals and literature is essential for a comprehensive and effective program. This monograph assists this goal.

54. Unpublished work

"Purposes and Function of Tenth Grade Guidance," Los Angeles City Schools, California Division of Instructional Planning and Services, 61 pages, (VT-015-113) No Date. **

This guide is a 10-week required course in guidance to help the student adapt to his educational milieu and make wise educational and vocational choices. It involves self-appraisal, awareness of vocational opportunities and planning for the future. At the end, there is a 10-page bibliography for both students and teachers.

55. Unplublished work

Campbell, Robert E. and Vetter, Louise, "Career Guidance: An Overview of Alternative Approaches," (ED-057-183/VT-013-479) 21 pages. **

This was designed to serve planners interested in reviewing the key concepts relative to career development and planning. It provides a "ready reference" for practitioners seeking alternative delivery systems for accomplishing career development. They include occupational exploration, developmental approach (K-14), system approaches, computer assisted approaches and recommendations.

56. Book

Cunha, Joseph E., et al., (Eds.). Career Development: A California Model for Career Guidance Curriculum K-Adult, California Personnel and Guidance Association, Monograph No. 5, 1972, Fullerton, California, 102 pages. **

This report presents a model for a conceptual framework for the development of career guidance programs. It indicates fow career-planning and decision-making, education, work, leisure alternatives, etc. promote career identity. It offers guidelines for individual schools working to generate their own career guidance program, plus a chapter on implementation and evaluation.

57. Kerr, Dr. William. Career Planning Program - Counselor's Manual 1971-1972, The American College Testing Program, Iowa City, Iowa, 1972, 32 pages. **

This Booklet has been designed to help the counselor, and the the teacher in a career exploration area. This guidance-oriented

57. (cont.)

program helps to summarize students' reactions, feelings and perceptions relevant to career planning. Within this booklet are answers to questions about the approach, summaries of theories of vocational choice, and the use of a student profile for guidance and placement of a student. This would be helpful to a teacher beginning such a program, or with questions about career discovery.

58. Unpublished work

Darcy, Robert L., et al. "Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio," Ohio State Department of Education, June, 1971, 83 pages, (ED-052-477). **

The papers presented at this workshop involve a look at the current career guidance methods, a model for a career development program at the high school level, and the reaction to change. Others are aimed at an inner-city career development program, the use of resources in such a program, and some specific goals. This covers K-12 in its approach; however, enough information could be culled to assist a career discovery program in high schools.

59. Book

Hansen, Lorraine S. Career Guidance Practices in School and Community, National Vocational Guidance Association: Washington D.C., 1970, 188 pages. **

This book explores the programs focusing on career development and guidance. It discusses theory and trends in career exploration. It indicates programs of sequential nature, integrating both school

59. (cont.)

and community resources, media and technology. The final chapter delineates some issues and future trends.

60. Unpublished work

Smith, Marsha, et al. "You and Your World of Work. General Psychology Applied to Occupational Adjustment," Cobb County Board of Education, Marietta, Georgia, No Date, 28 pages, (VT-015-289). *

This program is designed to help senior high school teachers apply psychological principles to problems of vocational adjustment. It will help students to experience relationships between self-awareness, decision-making abilities and personal career choice and success. Using this program, teachers are able to coordinate both self-awareness and career development and discovery.

61. Book

Rhodes, James A. Vocational Education and Guidance: A System for the Seventies, Charles E. Merrill Publishing Co.; Columbus, Ohio, 1970, 163 pages. *

This is a book based on the Ohio system, providing a rationale for a comprehensive program (K-Adult) in detail. The goal is to have the student move through the curriculum with age-appropriate opportunities for acquiring job information, exploring career possibilities, and making career choices. Guidelines are spelled out, with suggestions for other states in their development of career education programs.

62. Unpublished work

"Comprehensive Vocational Guidance Program for Model Cities--Interim Report," Indianapolis Public Schools, Indiana, January 14, 1972, 174 pages, ED-066-584 (VT-016-448). *

This project was to develop a comprehensive career guidance program. It exposed students to a wide range of career experiences, enhanced self-image, increased career awareness of all involved, and provided students with employable skills. This program required total involvement of teachers, parents, the community and students. Activities and a sample curriculum are included in the article.

63. Unpublished work

"Teacher Guide. Vocational Guidance," N.E. Wisconsin In-School Television, Green Bay, Wisconsin, No Date, 68 pages, (VT-015-979). *

This teaching unit on vocational guidance for the secondary grades, by means of instructional television programs, will be useful to teachers and counselors advising students about career choice. This unit also involves a program summary, class activities, and follow-up activities. There is also a rationale for the program and resource lists included in the paper.

V. Articles on Minorities, Women and the Disadvantaged

64. Unpublished work

Lutes, Carol. "Equal Opportunity--and You," Public Service Commission of Canada, June, 1971, 23 pages (ED-005-294). ***

The author suggests alternatives to insure and encourage the development of programs to insure equal opportunities for women. She enumerates several ideas for counselors. These include better occupational information, stimulating early interest in individuality of girls, parent conferences, career nights for girls, co-educational counseling sessions and involvement of parents, especially for understanding.

65. Journal

Wood, Walter. "A Cargo of Career Education," American Education, Vol. 7, October, 1971, pp. 16-20. ***

This article deals with a possible approach to career discovery on the part of the disadvantaged youth of Maryland. The program, although concerned with career education, is mobile in facility, and takes the classroom to the migrant children. This type of arrangement could be used to help career exploration of students in any geographic area.

66. Unpublished work

Vetter, Louise, and Barbara J. Sethney. "Planning Ahead for the World of Work. Research Report Abstract, Teacher Manual, Student Materials, Transparency Masters," January, 1971, 84 pages (ED-050-272/VT-013-011) ***

This research study is to develop a package of curriculum materials designed to aid women in considering future alternatives in terms of labor force participations and adult female roles. This research package sees the necessity of expanding educational and occupational opportunities for girls and women.

67. Unpublished work

Lee, Sylvia L. et al. "High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes, and Plans," January, 1971, 56 pages (ED-047-155/VT-012-619). **

This study of the plans, aspirations, and work knowledge and attitudes of female high school seniors analyzes the effects of community size, type of schools, and social status. Results show that community size and social status have positive effects on knowledge and negative effects on plans for full-time work.

68. Unpublished work

(No authors given). "View for the Handicapped (Pilot Program) Teacher's Guide and Index," Indiana State Department of Education, March, 1971, 102 pages (ED-050-261/VT-012-915). **

This program was compiled by special education teachers, and both the guide and the index are for the use of the teacher. The program includes pre-vocational orientation, cross-occupational skill training, and job-specific information to Educable Mentally Retarded students. This was programmed for both junior and senior high school.

69. Journal

Gallington, Ralph O. "Some Imperatives for Inner-City Youth with Implications for Industrial Arts," Man/Society/Technology, Vol. 32, No. 5, February, 1973, pp. 198-201. **

This article proposes a new look at imperatives for meeting the inner-city crisis. Gearing general education to career awareness, having educational experiences which attack immediate proglems, and using the resources of the community are part of the approach. The author states that specialists in industrial arts, counseling, and career development will have to work cooperatively for the development of a viable and

69. (cont.)

effective program, and help a realistic career discovery.

70. Book

Davenport, Lawrence, and Reginald Petty. Minorities and Career Education, ECCA Publications, Columbus, Ohio, 1973, 124 pages. **

This book, although it does not concern itself with career exploration, career development, or career discovery, is a helpful volume for the initiator of such a program. It can be of use as a background reference text. It includes articles on Minorities and Career Education, Career Education and the Minority Veteran, Career Education for Poor Youth and Career Education for Women. There are also some suggested models which could be of help to one who is developing a program for such a segment of the population.

VI. Programs, Projects and Models of Career Development Articles

71. Unpublished work

Miller, Aaron J. "Strategies for Implementing Career Education: A School Based Model," The Center for Vocational and Technical Education, Ohio State University, Columbus, April, 1972, 13 pages. ***

Although the title of this paper is concerned with career education, after reading an outline of the program, it is primarily concerned with career discovery. The elements concerned with career Education in the CCEM model are: career awareness, career identity, self-awareness, self-identity, decision-making skills, economic awareness, and many others. These strategies are compiled for K-12 grades. This could be helpful to career discovery instructors.

72. Journal

Maley, Donald. "Relationship of Industrial Arts to Occupational Orientation," Man/Society/Technology, Vol. 31, No. 7, April, 1972, pp. 209-213. ***

This article relates industrial arts to career orientation. The author delineates three main areas of relationship and how the specific subject contributes to orientation. The first is a contribution to the "self" of the student, understanding who he is. Secondly, the individual must develop societal awareness, making this as broad as possible, involving student and the community. And finally, the development of the skills and abilities the individual can offer to society. The article relates how industrial arts helps career orientation and discovery, and this is important.

73. Unpublished work

Career Awareness. Tri-City, Summer EPDA Career Education Institute, Tri-City Area Occupational Education Project, 1972, summer, 245 pages. ***

This publication is a collection of career experiences. It contains plans for career awareness in both elementary and junior high schools. These plans were formulated by the participants in the institute. Included in the plans were concepts to be taught in the plan, terminal behaviors wished, career experiences to be discussed and experienced, plus curriculum areas in language arts and the use of the library. This is for the lower grades but could be used as material in a high school program with some modification.

74. Unpublished work

Who Am I, Where Am I Going, How Do I Get There? A Guideline for Career Awareness," Part Two "What About Vocational Education?" Washington State Coordinating Council for Occupational Education, Olympia, (no date) 32 pages, (VT-016-017). ***

This is a report on career awareness activities in 20 Washington communities. Included in these activities is the involvement of parents as teachers, programs for the handicapped, the isolated, and drop-outs. There are "real-life" activities, mini-courses, and after school activities. These activities are also designed to be valuable in articles VT-016-016 and 018.

75. Journal

Hart, Lonnie M. "Doctor, Lawyer, Indian Chief," Illinois Career Education Journal, Vol. 30, No. 2, Winter, 1973, pp. 12-14. ***

75. (cont.)

This article has as its main premise that for an orientation program to be effective, it must reach all young people at some time in their educational experience. The author states that there are five guides which would give a person a chance to select, based on experience, a number of occupational goals. The orientation guides are for grades 9-10 and will be published in 1974. The names for contact are found in the article.

76. Unpublished work

Hugheley, James E. "An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students," Memphis City School System, Tennessee Division of Vocational Education, 1972, 143 pages (VT-014-388) ARM;-Vol. V, No. 3. ***

This particular project was designed to develop a comprehensive program for guidance K-14, and help students remain in school and develop needed skills. This was aided by fostering a positive relationship among the community, parents, consultants, and volunteer workers who help the student view the real world of work. There are six phases to the program. Also included is supporting and related information.

77. Book

Career Development in Nevada, Nevada State Board of Education and Nevada State Department of Education, Carson City, Nevada, January 28, 1973, 25 pages.

This conceptual model of career education is designed to help identify, replicate, and make worthwhile educational experiences available for all students. The model involves a defined real world, the school as a facilitator of career education. Emphasis is on the area of

77. (cont.)

career experience, whose main objective is the career discovery or development concept within the student. The home, community, work world, and school all have involvement in the program.

78. Book

Shook, Mollie W., and Robert L. Morgan. A Manual for Implementation and Administration of Career Education Programs, Career Education Monograph No. 1, Center for Occupational Education, North Carolina State University at Raleigh, 1973, ***

The Number 1 Monograph in this series involves the administration, curriculum, secondary and adult education, career guidance, professional development, community and the evaluation of possible career education programs. This monograph is an outline of the rest of this career education series. It is an attempt to describe the successful career education practices, a comprehensive statement of what presently exists in career education.

79. Journal

"An Articulated Career Education Project," Thrust for Educational Leadership, Association of California School Administrators, Vol. 2, No. 3, January, 1973, 48 pages. ***

This whole issue of thrust has devoted itself to career exploration, discovery and development. Within this volume is found a proposed curriculum for K-14 with goals and objectives articulated. One article explores the urban school using auto mechanics as an example. Another covers career education for the disadvantaged, plus an article on career orientation in construction and manufacturing technology. This volume could be helpful to anyone planning a program in career discovery on a secondary level.

80. Unpublished work

"The World of Work Guided Occupational Orientation," Syracuse City School District, New York, 1972, 83 pages, (VT-014-519) AIM-Vol. V, No. 3. ***

This particular document is concerned with the world of work, and a student's orientation to it. It has topics which cover the nature of work, requirements for the job, conditions, and advantages of the job. There are also learning activities, social security information, labor unions information and laws, etc. This could be used with modification for the senior high school student.

81. Unpublished work

Irish, Carol et. al. "System-Wide Career Development Program (Secondary School Section), Introduction of Career Development in 10th Grade English Course," Pontiac City School District, Michigan, August, 1971, 42 pages (VT-015-196). ***

This 20 week course is designed to help 10th grade English teachers acquaint students with the world of work, to help them understand the changing nature of career development, and develop decision-making skills. It also includes help in synthesizing self-appraisal data and career information into a meaningful concept of self. The guide has an outline which includes objectives, content, learning experiences and resources.

82. Unpublished work

Gysbers, Norman C., and Earl J. Moore. "The Career Conscious Individual Career Education Model," University of Missouri, Mimeograph article, (R. Lutz--Department of Vocational Education, Olympia, WA) pp. 154-173. ***

82. (cont.)

This article is a model of a possible program to make career exploration and discovery a viable part of the curriculum. The format includes four basic interrelated knowledge and skill domains; self-knowledge; knowledge of work and leisure; career preparation; knowledge and skill. Although this model includes K-12, there are specific developmental and performance objectives for the 1-12 area.

83. Unpublished work

Tuckman, Bruce W. "An Age-Graded Model for Career Development Education," New Jersey State Department of Education, Trenton, N.J., 1972, 143 pages (ED-060-180). **

This paper presents a career development model for use in grades 1-12, built around development of self-awareness, career awareness, and career decision-making. The model constructs a matrix of 24 cells. Processes and media appropriate for each cell are explained and described.

84. Unpublished work

Bottoms, Gene. "Career Development Education, K through Post-Secondary and Adult Education," Georgia State Department of Education, Atlanta, Division of Vocational Education, (no date), 50 pages, (ED-062-580/VT-015-520). **

This is based on the premise that a comprehensive career development program is necessary throughout education. It must meet individual and societal needs, help students make education meaningful by using career development experiences as the core of the school experiences. It would include career development needs, objectives, decision-making, and

84. (cont.)

the psychological and sociological meaning of work. This is all explained in the program.

85. Unpublished work

Olson, Levene A. "Career Development Components in Vocational Education: A Diagrammatic Model K-12," Marshall University, Huntington, W. VA., Department of Vocational-Technical Education, (no date), 39 pages, (ED-064-509/VT-015-942). **

The information in this model provides information and experience to students about occupational and educational alternatives. It has planned experiences that relate to occupations and that constitute the components of the career development described. Elements involved are decision-making experiences, counseling, career games and periodic career conferences.

86. Journal

Gysbers, Norman and Earl Moore. "Guiding Career Exploration--Any Teacher Can," Instructor, Vol. 81, February, 1972, pp. 52-53. **

This article indicates possibilities for starting and maintaining a program of career discovery in your classroom. There are some "nuts and bolts" considerations which could be profitable for both the teacher and the student.

87. Unpublished work

Ploughman, T. L. "Project: Pontiac Vocational Career Development Program: Evaluation Report," July, 1971, 48 pages (ED-053-331/VT-013-698). **

87. (cont.)

During the 1970-71 school year the Pontiac, Michigan school district operated a vocational career development program. This was initiated to increase the occupational knowledge and self-concept of students. A description of the program, its results, and evaluation procedures are included in the article. Although this is for elementary school children, it could be useful to high school students with modification.

88. Unpublished work

Heilman, Cas F. and Richard E. Gardner. "Exploration in Career Education, Careers Oriented Relevant Education," Springfield Public Schools, Oregon, Oregon State University, Corvallis, School of Education, 1972, 205 pages (VT-016-008). **

This report has two parts to its project. Part one is learning packages for use in orienting students to the career cluster concept, involving the major occupational clusters. Part two is designed for junior high school students, stressing similar concepts. In both parts, there are both a teacher and student section giving general information, objectives, tests, learning activities and other reference materials. Both could be helpful in career discovery for secondary school students.

89. Unpublished work

Keilholtz, Linda A. "Career Exploration, Career Program:9-10," Department of Vocational Education, Toledo Public Schools, Ohio, 1971, 80 pages (VT-015-797). **

This guide contains an extensive program description and a wide range of sample units on occupations related to various subject areas. This program also includes resource materials, objectives, inservice

89. (cont.)

education, ideas, and a career exploration rationale. The instructional units provide job descriptions, objectives, and teaching procedures.

90. Unpublished work

Jolly, William W., (Ed.). "Hands On. A comprehensive Program of Career Orientation for High School Students," Knox County Department of Public Instruction, Knoxville, Department of Vocational Education, 1971, 264 pages (VT-015-820). **

This program is a segment of a total K-12 program for high school students. This involves self-awareness, occupational information, work attitudes, and job exploration with hands-on experiences, including specific occupational clusters. It also includes pertinent questions and answers regarding general occupational information.

91. Unpublished work

"Arkansas Guidebook for Vocational Orientation," Arkansas State Department of Education, Little Rock, September, 1971, 300 pages (ED-061-433/VT-014-891). **

This is designed to help teachers implement career or vocational orientation experiences for grades 7-9. It includes self-understanding for success in the world of work, general study of occupations, the decision-making process, exploring occupations in relation to self, and others. Although this is designed for the junior high school, it could be modified for high school students.

92. Unpublished work

Brown, Duane, et al. "A career Development Guide for West Virginia Teachers." West Virginia University, Morgantown West Virginia State Department of Education, (no date), 175 pages, (ED-065-722/ VT-016-229). **

This guide was designed to use in incorporating career development into the subject area curriculum. There is first a discussion of antiquated concepts of career development. The second section covers the world of work, the transition from school to work, and expected trends. The final section is an outline of a curriculum for career development programs. Included in the guide is an extensive list of helpful materials.

93. Unpublished work

"Industrial Prep, Volume Five, Senior Year---English, Chemistry, Social Studies, and Occupational Relations," Hackensack Public Schools, N.J., 329 pages, (no date), (ED-063-467/VT-015-231). **

This 12th grade teaching guide presents units for vocational students. The three subject units help to acclimate the student to the reality of the adult world. The fourth unit was designed to increase self-understanding in interpersonal, vocational relationships. It includes a variety of real life approaches, plus goals, rationales, and teaching suggestions. There are four other volumes in the set (VT-015-227,228,229, 230).

94. Unpublished work

"Industrial Prep: Volume Four, Junior Year---Contents; Mathematics and Guidance," Hackensack Public Schools, N.J., 262 pages (Ed-063-466/ VT-015-230). **

94. (cont.)

This volume, like the senior year guide, is designed as industrial preparation for vocational students. It contains a unit on technical mathematics and guidance. The guidance unit helps the student to a successful occupational choice with stress on interests, aptitudes, needs, motivation, and attitude toward career planning, done through group and individual guidance. This could be helpful to both teacher and counselor.

95. Unpublished work

"Interdisciplinary Approach to Career Development Through A Program of Occupational Education," Russellville City School System, Alabama, (no date), 318 pages (VT-016-204). **

This report is a teacher guide for an interdisciplinary career education program. It includes instructional units, providing occupational information at both the intermediate and secondary level. This guide has a rationale, outline of the courses, behavioral objectives, subject areas, and learning activities, etc. There is a wide variety of teaching procedures and use of audio-visual materials and resource people.

96. Unpublished work

Lee, Jasper S. "Occupational Orientation: An Introduction to the World of Work," Mississippi Research Coordinating Unit for Vocational-Technical Education, State College: Jackson, 1971, 213 pages (ED-057-235/VT-014-353). **

96. (cont.)

This study guide is designed for use by students in occupational orientation classes. Topics in the guide include: determining the importance of work, understanding the world of work, preparing for a career, exploring various occupations, selecting a career and working at a job. There is material, for use by teachers, to help students make intelligent career discovery and plans.

97. Unpublished work

Winters, Earl E. "Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students," Pottawattamie County Board of Education, Council Bluffs, Iowa, October, 1971, 62 pages (VT-014-425) ARM-Vol. V, No. 3. **

This project was established to create awareness of various employment opportunities, enhance the feelings of students self-worth and understanding of interests, capabilities and strengths. Also, it would help to develop job skills and personal characteristics helpful in securing employment. This program is for K-12, but there are specific sections for senior high students.

98. Unpublished work

"An Accelerated Project for a Systems Program Approaching Non-Employment of Vocational Students (SPAN)," Memphis City School System, Tennessee Division of Vocational Education, Tennessee University, Knoxville, August 30, 1971, 114 pages (VT-014-389) ARM-Vol. V. No. 3. **

This article depicts a project developed to help meet the needs of selected students K-12. In the Senior High program, it involves a

98. (cont.)

vocational guidance and job development center, a cooperative work-study program, and a program for dropouts. The Junior High program could also be of value to senior high teachers, provided some modifications are made with the material.

99. Unpublished work

Post Office Workers, Guided Occupational Orientation, Syracuse City School District, New York, 1972, 24 pages, (VT-014-565) AIM-Vol. 5, No. 3. **

This was developed by the Career Center for Occupational Orientation. The materials included are designed for student and teacher use in learning about specific programs and occupations. This particular guide is concerned with the specific occupation of the postal worker. Included in the guide also are: learning activities, assignments, tests, and a bibliography.

100. Unpublished work

"Careers Unlimited...Working with the Land...Social Studies," Syracuse City School District, New York, 1972, 8 pages, (VT-014-564) AIM-Vol. V, No. 3. **

This was developed within a city school district for use in a guided occupational orientation program. It was designed to explain concepts of English, Social Studies, Math, and Science needed for persons who work with the land. There are both behavioral objectives and learning activities included. Other numbers with the same type guide are VT-014-551 to 567.

101. Unpublished work

Blake, Duane L., and Dale G. Gutcher. "New Vocational Educational Concepts and Programs in Metropolitan Areas, Institute 1. Final Report," Colorado State University, Ft. Collins, Department of Vocational Education, June, 1971, 135 pages (ED-056-202/VT-014-113). **

This institute concerned itself with innovative school systems and vocational programs for the disadvantaged and dropouts. Talks include: career opportunities as a motivating factor, exemplary vocational programs in Michigan, and implementing exploratory career programs in new counseling techniques to help students be realistic about the world of work.

102. Unpublished work

Needham, Raymond, and Arthur Binnie. "Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Area. Final Report," Green River Community College, Auburn, WA, June, 1971, 213 pages (ED-055-242/VT-014-105). **

This is an institute with an emphasis on the junior high school. Involved in the presentations were reports on career development, counseling and guidance, vocational education, and manpower education. These groups had members representing counselors, teachers, administrators, community action people and students. This report could be helpful to high school instructors with some modification.

103. Unpublished work

"Communication Skills, Grade Ten," Little Rock Public Schools, Arkansas, Fall, 1971, 146 pages, AIM (VT-012-711). **

This document includes both teacher's manual and student exercises for a communication skills course prepared for vocational students. Its purpose is to help these students develop effective communication

103. (cont.)

necessary in the world of work. Topics include: becoming a good student, looking toward a career, and improvement of reading. This particular program could be of assistance as an auxiliary tool in a career development program.

104. Unpublished work

"Orientation to the World of Work. Part 1." Texas Tech. University, Lubbock, Home Economics Instructional Materials Center, January, 1971, 200 pages (VT-012-656). **

This guide is for use by the teacher in orienting students to the world of work, and developing desirable attitudes toward school, employment, social and civic responsibilities. Some of the units explain: labor and money in the world of work, job success, civic responsibility, personal management, personal adjustment and planning your future. There are behavioral objectives and suggested learning experiences found within the program.

105. Unpublished work

Rasmussen, Marvin R., and Leonard L. Carpenter. "A Program of Career Development in the Portland Public Schools," Office of Career Education, Portland Public Schools, Oregon, June, 1971, 9 pages. **

This booklet is an explanation of the Portland program, a program based on the assumption that career development should be combined with other curricular areas, and counseling. It covers grades K-12. Although it does not give the outline of specific learning activities, it does enumerate the guiding principles, plus short range goals and program activities.

106. Unpublished work

Reinhart, Bruce. "A Comprehensive Career Education Model: A Bridge Between School and Work," Center for Vocational and Technical Education, Ohio State University, Columbus, May 16, 1972, 16 pages. **

This paper deals with a variation of the CCEM career education model. The program requirements are to develop a K-12 program around career development. The author is concerned with developmental life needs, helping students to further their career discovery, and incorporating community resources and non-school educational opportunities. This could be used as a background for future programs.

107. Unpublished work

Mietus, Walter S., and Christian Stilling. "The Maryland Career Development Project. First Annual Interim Report Phase I," Maryland University, College Park, Division of Vocational and Technical Education, August, 1971, 246 pages (ED-057-251). **

This particular career development project is on the elementary level. With modification, its ideas could be useful at any grade level. It covers helping the child learn about the world of work, and about themselves. It has helped in developing trained teachers and related personnel. The integration of microfilm and television has also been used to develop a career development series. All these approaches could be used to assist others in setting up similar programs.

108. Journal

Carroll, Riley, O. "Vestibule Training Takes Hold in Wake County," American Vocational Journal, Vol. 47, No. 3, March, 1972, pp. 44-45. **

108. (cont.)

The term "vestibule training" describes a short intensive training which helps an individual attain a skill for a job in a short time. Using this type of program with students, it can help them by providing a testing ground for possible career choices. The student can experience the demands of the occupation, and help his/her career exploration at a very realistic level. It can help an individual examine their aptitude, ability, and interest in a specific career.

109. Unpublished work

"Communication Skills for Career Education--Junior High Schools/Middle Schools," Coordinating Council for Occupational Education, Olympia, WA, 1973. **

This communications development guide is designed for junior high school students. It uses real life situations in the world of work to assist the students. The guide covers self-appraisal, career awareness, and the development of specific communication skills. Some units concern themselves with finding out where the student is; and helping him progress by finding out his interests, attitudes and abilities. This could be used with modification in high school career discovery courses.

110. Book

Myers, Roger A., et al. Educational and Career Exploration System: Report of a Two-Year Field Trial, Teacher's College Columbia University, New York, 1972, 124 pages. *

This report evaluates the two-year testing of the Education and Career Exploration System (ECES), a computer-based, learning project.

110. (cont.)

It was used to influence the development of factors of career maturity. They found that this ECES system produced significant gains in career decision-making skills. This could be a help to students in their quest for career goals.

111. Unpublished work

Diley, William. "Agri-Business, Is It For Me?" 1971, 16 pages, (ED-050-247/VT-012-313). *

This publication is intended to help students in planning for their educational and vocational needs. It is to prepare high school students enrolled in vocational agriculture or related occupations, and give them a better understanding of agri-business programs.

112. Unpublished work

Career Orientation "Mini" Unit--Wyoming State Department of Education, Cheyenne, Instructional Services Section (VT-013-580), 16 pages, (no date). *

This four week unit was planned for junior high school. It helps the student to develop an acquaintance with, and a positive attitude toward, work and society, and reasons for working. It also will help to explore occupational interests and aptitudes. It is arranged in an outline form. Although it is set up for junior high school, with modification it could be helpful for senior high also.

113. Unpublished work

"Home Economic Occupations. An Exploratory Unit," Oregon State Board of Education, Salem, 1971, 58 pages (ED-065-674/VT-015-880). *

113. (cont.)

This resource unit provides guidelines for teachers who plan to explore the world of work in their programs. This includes these concepts: world of work, self-concept, personal grooming, requirements for working, dual role of women, home economics oriented occupations. There is also educational goals and concepts, plus learning experiences.

114. Journal

Gambino, Thomas, Larry Selland, Nancy Pinson, and Joel Smith. "Putting Plans to Work--Some Who Have," Instructor, Vol. 81, February, 1972, pp. 54-56. *

This is a combination of four programs in Rahway, N.J., West Hartford, Conn., Bismark, N.D., and Cobb County, GA. Although it involves primary students, these various approaches to career exploration have applicability for high school programs. Ideas are given, but modifications for the local school district and age level are necessary.

115. Unpublished work

Cameron, Walter, A. "Project INFOE (Information Needed for Occupational Entry), Tennessee State Department of Education, Nashville, Division of Vocational-Technical Education, June, 1972, 70 pages (ED-065-717/VT-016-195). *

This project incorporated the use of microfilm aperature cards to help students acquire information about local employment opportunities and qualifications for various occupations. It helped students to understand the world of work, especially in their own local area.

116. Unpublished work

Selland, Larry, et al. "Guideline of Career Development Activities. A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work," Bismarck Public School District 1, North Dakota, September, 1971, 157 pages, (VT-014-847) AIM-Vol. 5, No. 3. *

These are mimeographed guideline samples of the total comprehensive program. It includes activities, general objectives and specific behavioral objectives, suggested techniques, and resource materials. These activities also involve the use of community resources to help the program's effectiveness. This will be completed in the Fall of 1973.

117. Unpublished work

"An Analysis of the Career Orientation Project in Social Studies," Cincinnati Public Schools, Ohio, 1971, 16 pages, (ED-056-938). *

This article deals with the development of an interdisciplinary approach to career discovery and orientation at the junior high school level. They used the career orientation materials in the various curricula with this article focusing on the Social Studies area. The source used was a new manual Man: His Life and Work, plus objectives coded with Bloom's Taxonomy. This could be helpful as reference for a senior high school class in career discovery, with some modification.

118. Unpublished work

Olson, LeVene A. (Ed.). "Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography," Department of Vocational-Technical Education, Marshall University, Huntington, W. VA., (no date), 126 pages (ED-064-510/VT-015-943). *

118. (cont.)

This teaching guide provides 26 resource units on career awareness. This concept is integrated in the curriculum of the school, at the elementary level. Units on career awareness include: man, world of work, workers within the community, and others. Also involved in the teaching of these units are role-playing, and multi-media activities. Although it is for the elementary grades, the topics, integration of the concept, and the learning activities could be helpful, with modification, for the secondary level.

119. Journal

Tyler, Herbert B., and H. Dale Holden. "VIP Integrates Academic and Vocational Subjects," American Vocational Journal, March, 1972, Vol. 47, No. 3, pages 46-48. *

This article explains an innovative program being conducted in South Carolina called the Vocational Interdisciplinary Program. The program is an integrated approach to learning in which the student's interest is captivated and his will to achieve is motivated through the utilization of reinforcement and transference. This type of program gives the student a very integrated education which helps in career discovery.

VII. Research and Evaluation Articles

120. Unpublished work

Hilton, Thomas L. A Study of Intellectual Growth and Vocational Development. Final Report, Educational Testing Service, Princeton, New Jersey, March, 1971, 422 pages (ED-056-063). ***

This final report is concerned with a longitudinal study investigating the vocational development of students from 5th to 12th grade. It studied the interaction between school, community and family, with each factor influencing career choice. There are three questionnaires included in the report.

121. Unpublished work

Breton, Raymond, et al. "Social and Academic Factors in Career Decisions of Canadian Youth: A Study of Secondary School Students," Department of Manpower and Immigration, Ottawa, 1972, 62 pages, (ED-065-644). ***

This study is based on the premise that an adolescent's career development and decisions, with regard to his/her future career plans, are based on three factors: social origin, present experience, and attitudes and preparedness for the future. The study is quite comprehensive, encompassing all of Canada. The study also takes into consideration the community, the family and peers, and their relationship to the students involved. This could be helpful research.

122. Unpublished work

Norton, Robert E., et al. "An Evaluation of Oklahoma's Exemplary Vocational Education and Occupational Orientation Program, Tulsa Public Schools, Interim Evaluation Report," Oklahoma Vocational Research Coordinating Unit, Stillwater, August 15, 1971, 104 pages, (ED-055-239/VT-014-098). ***

122. (cont.)

This was designed to provide occupational orientation and vocational training for disadvantaged and previously unserved students from grade 5 through 12 in an urban school system. They evaluated the program on goals, objectives, inputs, and resources available and used, and outcomes. The one significant outcome was an increased positive attitude for girls toward school.

123. Unpublished work

Budke, Wesley E. "Review and Synthesis of Information on Occupational Exploration," Center for Vocational and Technical Education, Ohio State University, Columbus, April, 1971, 90 pages, (ED-056-165/VT-012-730). ***

This review emphasizes school responsibility in setting up an operating occupational exploration program for grades K-12. There has been considerable research done on vocational guidance and career development. The author also indicates a need for a good relationship with the community. Many of the documents are in the ERIC system.

124. Unpublished work

Hilton, Thomas L. A Study of Intellectual Growth and Vocational Development, Educational Testing Service, Princeton, New Jersey, March, 1971, 422 pages, (ED-056-063). ***

This book has the results of a longitudinal study of students from 5th to 12 grade. The study investigated the interaction between school, community and the family, with each factor influencing career choice. This book would be a handy reference volume for teachers.

125. Book

Abstracts of Research and Development Projects in Career Education, Program Development and Operations Branch of the Division of Vocational and Technical Education, June, 1972, U.S. Department of Health Education and Welfare, 146 pages. ***

This booklet provides an overall background of information on research projects in career education. Although it does not deal directly with career exploration, it does give concrete ideas on possible approaches used by practioners in the field of career education. It would be of assistance to anyone undertaking a program along these lines.

126. Unpublished work

Drier, Harry N. and Jepsen, David A. "The Use of Television and Video Tape Compared to Researching Printed Career Information as a Means of Assisting Rural 9th Grade Youth Career Decision Making Process," February, 28, 1971, 44 pages, (ED-053-561). ***

This study was done to find out whether 9th grade students would exhibit greater career knowledge after viewing videotaped field trips. These films covered numerous occupational fields. It found that there was a stimulation of interest in a wider range of career possibilities.

127. Unpublished work

Garbin, A. P. and Vaughn, Derrald. "Community-Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions," Ohio State University, Columbus, Ohio, Center for Vocational and Technical Education, September, 1971, 280 pages, (ED-057-196/VT-014-101). ***

This paper is the final report on a national survey of community college vocational student characteristics. It includes personal and

127. (cont.)

background characteristics, experiences and perceptions. This survey could be helpful to high school counselors and teachers in looking at high school career-oriented students and how to help them in their career discovery and decision-making.

128. Unpublished work

Forrest, David J., et al. "An Objective Multidimensional Measure of Vocational Maturity: Development and Validation," Columbia University, New York, N.Y., 35 pages, (ED-064-486/VT-015-683). ***

This is an explanation of a vocational inventory which was developed to evaluate the effects of a computer-based vocational guidance system on vocational development of high school students. It involves three scale measures: planning orientation with regard to awareness, resources for exploration, and information and decision-making. It measures the essential aspects of career maturity.

129. Unpublished work

Kapes, Jerome T. and Lotowyoz, Leo W. "Changes in the Occupational Values of Students Between Ninth and Tenth Grade as Related to Course of Study and Other Student Characteristics," Pennsylvania State University, Department of Vocational Education, University Park, April, 1972, 58 pages, (ED-066-597/VT-016-477). ***

This study was designed to shed some more light on the process of career development. Using the O.V.I., the authors investigated the work values of 9th-10th graders, sampling 680 high school students. The study examined the relationship between selected student characteristics, related to work values at two points in time, at the end of the 9th and 10th grade. The findings and conclusions are included in the article.

130. Book

Flanagan, John, C. "Developing an Occupational Grouping for Use in Career Planning," Project TALENT: Five Years After High School, American Institutes of Research, Palo Alto, California and U. of Pittsburgh, Pittsburgh, Pennsylvania, 1971, Chapter 6. ***

This chapter defines and describes twelve occupational goal groups based on abilities, interests, and personality test scores. This goal group data could provide a basic for high school students to compare their abilities, interests, and personality test scores with those who chose different fields of employment five years after high school.

131. Unpublished work

Doty, Charles R. and Coogan, John P. An Assessment of P.A.C., Plan-A-Career, Rutgers University, New Brunswick, New Jersey, Department of Vocational-Technical Education, July, 1971, 51 pages, (VT-014-749) ARM Vol. V, No. 3. **

This is an evaluation of a program for potential drop-outs and special education students. Emphasis was placed on improving job aspirations of lower income children through a hands-on experience of students in the business department of the school, taught by senior high students. This is for junior high schools, but with modification can be used in senior high school.

132. Unpublished work

Lindeman, Richard H., et al. "The Educational and Career Exploration System: First Year Report of a County-side Field Trial and Evaluation," American Educational Research Association, April, 1972, 21 pages, (ED-065-704/VT-016-163). **

132. (cont.)

This was a paper concerning an educational and career exploration system which includes information on 400 occupations and 300 post-high school majors. The system is designed for the high school student and for use with a computer terminal. The system includes charts which summarize and compare information about the student and his explorations. This was well accepted by students, counselors, and parents.

133. Book

Buckingham, Lillian and Lee, Arthur M. Placement and Follow-up in Career Education, Career Education Monograph, No. 7, Center for Occupational Education, North Carolina State University at Raliegh, 1973. **

This monograph would seem to have little to do with career discovery; however, there is an increasing necessity to evaluate and redesign a career exploration program. Follow-up of the graduates of such programs is necessary both to measure the results of previous instruction and to make changes in current and future instructional programs.

134. Book

Bachman, Jerald G., et al. Dropping Out - Problem or Symptom?, Youth in Transition (Vol. III), Institute for Social Research, University of Michigan, Ann Arbor, 1971, 250 pages. **

The substance of this report is a longitudinal study of adolescent boys. The "anti-dropout" campaign is a misguided national educational policy. The thesis of this book is that dropping out is a symptom of serious personal and sociological difficulties which need some innovative

134. (cont.)

approaches. This book can be used as background material for understanding students.

135. Unpublished work

Anderson, William F. and Bosworth, Dorothy. "Occupational Values, Social Classes and School Communities," Alfred University and Syracuse University, New York; April 1971, 9 pages, AP6A Convention Paper, Atlantic City, New Jersey, (ED-056-339). **

This paper is concerned with the ordering of occupational values for students of different social classes who attend schools with considerable social class distributions. This article tried to ascertain the values of high school students, occupational in nature, of two school districts. This research could assist the teacher or counselor in making career discovery an effective part of high school experiences.

136. Unpublished work

Carey, Niel. "The Current Status of Vocational Guidance and Career Development in Maryland," Maryland State Department of Education, Baltiamore, February 17, 1971, 22 pages, (VT-014-505) ARM Vol. V, No. 3. *

This is a report of a study of existing vocational guidance and career development done in the state of Maryland. The program involved both junior and senior high students (9th grade), providing them with career information and placement to a few. This could be useful in helping to evaluate these types of programs in your district or system.

137. Unpublished work

Impellitteri, Joseph T. and Kapes, Jerome T. "A Longitudinal Study of Vocational Development: Implications for Vocational Education and Guidance," July, 1971, 47 pages, (ED-055-237/VT-014-080). *

This research was done to identify the effects of senior high school experience on the vocational development of youth. It also discusses implications for curriculum planning and guidance. The findings are generalizable to other school systems.

138. Unpublished work

Peterson, Larry M. "A Comparison and Cost Analysis of Two Approaches to the Provision of Occupational Information," 1971, 174 pages, (ED-055-179/VT-013-791). *

This article develops effective occupational information programs in secondary schools. It compares the relative effectiveness of two approaches used to present occupational information to students. This use of information programs could be helpful to a "career discovery" course of program.

VIII. Key:

*** -- Top articles in each section

** -- Good articles on career discovery

* -- Average articles on career discovery